

Cindy Hill, Superintendent of Public Instruction

Wyoming Department of Education



Overview of the Wyoming Accountability in Education Act

Preliminary Overview of the Wyoming Accountability in Education Act

This is an overview of the Wyoming Accountability in Education Act (WAEA) prepared by the Wyoming Department of Education (WDE).¹ The Wyoming Legislature Select Committee on Statewide Education Accountability and its Advisory Committee, along with a contracted consultant, proposed a basic outline for accountability to the 2012 legislature. The members of the Select and Advisory Committees are listed on the last page of this document. The bill was introduced, amended multiple times by the 2012 Wyoming state legislature, and passed as Senate File 0057. It became Enrolled Act 65 and was signed into law by Governor Matt Mead on March 21, 2012.

This overview is intended to be guidance of a complicated legislative initiative. For the benefit of the readers of this report, areas that are unclear to the WDE are highlighted in orange throughout this document. Page numbers from WAEA are highlighted in green. *The Education Accountability Report is incorporated into the statute by reference. Where inconsistency exists between the statute and the Education Accountability Report, WDE has adopted the position that the statute controls. Please direct any questions, comments or suggestions concerning this document or WAEA to John Masters at john.masters@wyo.gov.*

There are seven stated goals of the legislation. (4) These goals are to:

- Become a national education leader among states;
- Ensure all students leave Wyoming schools career or college ready;
- Recognize student growth and increase the rate of that growth for all students;
- Recognize student achievement and minimize achievement gaps;
- Improve teacher, school and district leader quality.
- Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

The WDE identified six themes throughout the legislation:

- **Assessment** – Assessments and other tools to measure student progress.
- **Accountability (School Performance Rating and Reporting)** – Assigning a rating of exceeding expectations, meeting expectations, partially meeting expectations and not meeting expectations to each school with more specific detailed reports or actions to be taken depending upon the rating.

¹ *Prepared by the Wyoming Department of Education (WDE). Every attempt has been made to provide accurate information. Please refer to the statute as the final authority on the Wyoming Accountability in Education Act. The Wyoming Accountability in Education Act can be accessed at <http://tinyurl.com/wyaccountability> and the accompanying January 31, 2012 Comprehensive Education Accountability Report (Education Accountability Report by Marion and Domaleski) at <http://tinyurl.com/wyframework>.*

- **Support and Capacity Building** – Development of a school improvement planning process that meets the requirements of WAEA as well as informs the accreditation process and creates a system of support and responses for schools based on performance rating.
- **Teacher/Leader Effectiveness** – Using student performance results as a factor in evaluation of teachers and leaders.
- **District and State Assessment System**– Incorporating assessment results into the district assessment system and development of a statewide assessment system for SBE review. **This system remains under study by the Legislative interim committee.**
- **Future Direction** – Continued study of accountability and modifications to the legislation by the Joint Education Committee (JEC) and the Select Committee on Accountability.

Assessment

WAEA determines the assessments to be administered to students at various grade levels as well as additional indicators of school success. (See the School Rating and Reporting Section)

Writing (Including ALT writing) SAWS and SAWS-Alt

The Statewide Assessment of Writing (SAWS) and the corresponding Alternate examination (SAWS-Alt) will be assessed in 2013 in a manner consistent with EA90 which requires the use of one prompt. **(27) WAEA seems ambiguous on this point. For the spring of 2013, WAEA requires the use of the design specified in 2011 Senate File 70, Enrolled Act 90. The WDE interpretation of SF 70 is that a single prompt was to be administered in grades 3-8 and 11 at a time other than with Proficiency Assessments of Wyoming Students (PAWS). This is what is currently planned for the spring of 2013.**

Beginning in the 2013-14 school year, two prompts (or one prompt and a set of exercises that result in responses of variable length) are planned to be administered to each student, taking about 3 1/2 hours of testing time for the average student. **(27) WAEA appears to modify the focus of the writing assessment to include response to informational and literary passages (Common Core State Standard 9). (27)**

Various item types, such as constructed response items, are allowable (17), but the current contract scope does not include them in the assessment. WDE through the State Board of Education is seeking an amendment to the assessment contract that includes the development and administration of constructed response items, in addition to writing prompts, for the writing instrument.

PAWS

Beginning in 2013 and beyond, reading and math will be assessed in grades 3 through 8. Science will be assessed in grades four and eight. **(5-6) The state-wide assessment (PAWS) instrument has been replaced by a college readiness examination (CRE) at grade 11 for school year 2012-13 and beyond. WDE will continue to seek approval for this substitution for Adequate Yearly Progress (AYP) purposes under No Child Left Behind Act of 2001 (NCLB).**

PAWS-ALT

Beginning in 2013, Proficiency Assessments of Wyoming Students - Alternate (PAWS-ALT) will be administered in reading and math for grades 3 through 8 and 11. The PAWS-ALT science exam will be administered to grades 4, 8 and 11. **In addition PAWS-ALT will be developed and administered for grades 1, 2, 9, 10, and 12 as required by law. Development of these assessments will be done in the 2012-13 School Year (SY), field testing will be done in the 2013-14 SY, and likely implementation in the 2014-15 SY.**

College Readiness, College Entrance and College Placement Examinations

Beginning in 2013, college readiness exams will be administered to grades 9 and 10 and a computer adaptive college placement exam in grade 12. A college entrance exam will be administered at grade 11. **(6)** The State Board of Education (SBE) has approved a contract with ACT for the delivery of these services.

2012-13

ASSESSMENT	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark Adaptive Assessment *	X	X	X	X	X	X	X	X	X				
PAWS – Reading and Math				X	X	X	X	X	X				
PAWS – Science					X				X				
PAWS-ALT		**	**	X	X	X	X	X	X	**	**	X	**
Statewide Assessment of Student Writing (SAWS) and SAWS-Alt				X	X	X	X	X	X			X	
College Readiness – English, Reading, Math and Science										X	X		
College Entrance – English, Reading, Math, Science and Writing												X	
Computer Adaptive – English, Reading, Math and Science													X
Job Skills												***	***

* The Benchmark Adaptive Assessment is part of the district assessment system and not one of the accountability measures. The number and timing of administrations is not specified for 2012-13.

** Development and delivery of Alternate Assessments for Grades 1, 2, 9, 10, and 12 are planned for 2013-2014.

*** The WDE will be seeking legal guidance on the interpretation for the grade 12 assessments (s). One clarification is the Job Skills Assessment. The WDE interprets the statute to say that twelfth graders may, at their option, take the college entrance exam, take a job skills assessment that measures applied math, reading for information and locating information and will take a required computer-adaptive entrance exam beginning in the spring of 2013. **(2-3)**

2013-14

ASSESSMENT	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark Adaptive Assessment *		1X	2X	2X	2X	2X	2X	2X	2X				
PAWS – Reading and Math				X	X	X	X	X	X				
PAWS – Science					X				X				
PAWS-ALT	In conjunction with the administration of PAWS												
Statewide Assessment of Student Writing (SAWS)				X		X		X					
College Readiness – English, Reading, Math and Science										X	X		
College Entrance – English, Reading, Math, Science and Writing												X	
Computer Adaptive – English, Reading, Math and Science													X
Job Skills												***	***

* The Benchmark Adaptive Assessment is part of the district assessment system and not one of the accountability measures; a corresponding state Alternate Assessment will be developed for grades 1 and 2. Likewise an Alternate Assessment will be developed for grades 9, 10, and 12

*** The WDE will be seeking legal guidance on the interpretation for the grade 12 assessments (s). One clarification is the Job Skills Assessment.
The WDE interprets the statute to say that twelfth graders may, at their option, take the college entrance exam, take a job skills assessment that measures applied math, reading for information and locating information and will take a required computer-adaptive entrance exam beginning in the spring of 2013. (2-3)

School Performance Level (SPL) and Reporting

For the report due on October 15, 2012, WDE will work with the consultants and experts hired by SBE to prepare a preliminary School Performance Level (SPL) based upon available data.

Following the school year 2012-13, the WDE will compute an SPL based on the school's performance. The performance rating will be determined by a process decided by the State Board of Education (SBE) and a panel of 27 people representing nine specified stakeholder groups that will begin meeting in the summer of 2012. (31) The panel will inform the process, make recommendations to the SBE, review the operation of the accountability model and hear first level appeals of school performance rating calculations. The SBE will promulgate rules and regulations on review processes as well as target levels for school performance and content level performance. (7) SBE will determine an appropriate process to report on school performance. (13-14)

INDICATORS:

Student academic achievement will be measured in reading, math, science, writing and language. Students will be assessed using the PAWS and SAWS, an 11th grade college readiness exam or PAWS-ALT. Students will take the reading and math tests in grades 3 through 8, the science test in grades 4 and 8, the writing and language tests in grades 3, 5 and 7 and the college readiness exam that measures reading, math, science and writing or PAWS-ALT in grade eleven. (5-6)

Student longitudinal growth will be measured in reading and math using PAWS in grades 4 through 8.

College and Career Readiness will be measured in:

- **Assessments** - a college readiness exam in grades nine and ten in English, reading, math and science and the college entrance exam in grade 11 with writing. Twelfth grade students will take a computer adaptive college placement exam in the spring. (6)
- **High School Graduation or Completion** - *there is some guidance in the Education Accountability Report (29-31) with the specifics of these measures.*
- **Ninth Grade Credit Accumulation** - *It is assumed that the ninth grade credit accumulation was added as a predictor of high school graduation rate.*

The four School Performance Levels, determined by the SPL (8) will be:

- A. Exceeding Expectations
- B. Meeting Expectations
- C. Partially Meeting Expectations
- D. Not Meeting Expectations

“Exceeding Expectations” schools will be exempt from the 16:1 student to teacher ratio and from some of the school improvement planning requirements referenced in the next section. The district must still notify WDE of aggregate student teacher ratios. (25) *It is unclear whether a district will want to remove a high performing school from its calculation as this may exacerbate the problem within the district if the high performing school(s) were below the 16:1 ratio.*

Content Performance Indicators - Schools will receive a rating of exceeding, meeting or below targets based on each content level indicator. (8) In addition to reports that explain the Performance Indicators and SPR results, the WDE anticipates the model will also generate student, school and district level reports to help inform instruction throughout the State.

Beginning in 2013-14, the SBE will conduct an annual review of the accountability system. (14)

WDE and SBE Reporting Requirements

By October 15, 2012 the SBE will report to the legislative service office on the implementation of the pilot accountability system. The report will include proposed design and business rules for a pilot demonstration using applicable 2011-12 and prior years’ data.

WDE will report to SBE on any suggested revisions for system implementation. The report must conform to the January 31, 2012 Education Accountability Report as well as WAEA. The SBE and WDE will provide a specific plan on indicators in the pilot year calculations that uses a technically defensible approach. The report will have inclusion requirements and will identify and define students, determine the minimum number of students acceptable for calculation and define the academic year. The report also has attribution requirements and requires defining school configurations and defining the linkage between student and school for performance. (29-30)

Support and Capacity Building (9-12, 33, Education Accountability Report pgs. 65-71)

The support and capacity building aspects of the WAEA encompass school improvement and communication plans that address both content and capacity, WDE representatives to provide support to schools, accreditation and WDE and SBE reporting. The content improvement aspects will be based on the indicators in the assessment section and the capacity improvement aspects based on pages 65-71 of the Education Accountability Report.

The multi-tiered system of support, intervention and responses provides differing requirements and supports for each of the four school performance levels. The WDE will be gathering comments as the rules are developed and promulgated.

- A. **“Exceeding Expectations” schools** will report annually on effective practices and these effective practices will be shared with other schools. (9)

- B. "Meeting Expectations" schools** will file a school improvement plan that evaluates strengths and deficiencies of the specific content indicator scores, explains the measures and methods chosen for improvement and provides timelines and benchmarks. The state superintendent will appoint a representative from the WDE. The representative will assist in identifying necessary resources, if requested.
- C. "Partially Meeting Expectations" schools** will file a school improvement plan that addresses content areas that are below target levels. The state superintendent will appoint a representative(s) from WDE. The representative(s) will monitor progress, goals, measures and methods. The representative(s) will assist in identifying and securing resources. Failure to meet goals for two years may move school to "D" category.
- D. "Not Meeting Expectations" schools** will file a school improvement plan that addresses content areas that are below target levels. The state superintendent will appoint a representative(s) from WDE. The representative(s) will assist in drafting the improvement plan including selection of programs and interventions to improve student performance. The representative(s) will monitor progress, goals, measures and methods. The representative(s) will assist in identifying and securing resources. The plan will describe the personnel and financial resources from the funding model and how funds shall be reallocated, if necessary. Failure to meet goals for two years may be grounds for principal dismissal.

Rules and Regulations on School Improvement Plans (12) – The school improvement plans are intended to comply with multiple requirements and eliminate duplicative information, material and burden on schools. The plans are to be available for public inspection through internet access.

WDE Representatives are to provide support to schools for content improvement and capacity building. The representatives will be liaisons between WDE and the school district leadership. The representatives can be employees of WDE or school districts. There may be more than one representative per school or more than one school per representative. The representatives will review the school improvement plan and make recommendations based on comprehensive review of available research. The representatives will possess expertise appropriate to particular school improvement strategies. The state superintendent will report annually to the State Board of Education on school's progress.

Accreditation

The school performance ratings will be a part of the state board's accreditation of districts. (12)

WDE and SBE Reporting – As a component of the report referenced earlier, by October 15, 2012 the state board will report to the legislative services office (LSO) on the implementation of the pilot accountability system. The planned system of support will be included in the October 15 report.

The report will have a section on State Superintendent's documentation on implementing school improvement plans that discusses the level of expertise needed for a particular plan; the critical review and evaluation needed for the plan; the accuracy of research incorporated into the plan; the appointment of representatives from WDE, district or contracted expertise; the support structure; the use of distinguished educators as representatives; and the responses. (33)

The October 15 report also includes effectiveness of the use of representatives in improving school performance.

The date for implementation of the representatives is 2013-14 (page 9), yet the statute calls for the report on their effectiveness on October 15, 2012. Plans are to report on a methodology for the effective use of representatives.

Page 36 of WAEA says the "select committee shall implement this paragraph through the advisory committee, who may use a technical advisory committee appointed by the advisory committee chairman, to review the needs, capacity and design approaches to build the necessary capacity across the state." The recommendations will be reported to the select committee by November 15, 2012.

It is unclear whether the select committee intends to compare the design document required of the Wyoming Department of Education (32) with the plan created by the advisory committee (36) and make the determination of which system they prefer or exactly what their plans are around support and capacity building for WAEA.

Teacher/Leader Effectiveness

Teacher Evaluation (19)

By July 1, 2013, SBE rules and regulations will be in place for annual teacher evaluation system based in part upon defined student academic performance measures as prescribed by law and upon longitudinal data systems linking student achievement with teacher of record. The select committee will study levels of performance for highly effective, effective, and ineffective teachers and leaders. It will define teachers and leaders of record and allow districts the opportunity to refine the system. It will provide for state and district mentoring and professional development. Definitions of initial and continuing contract teachers are provided in the statute.

Leader Evaluation (19-20)

By July 1, 2013, rules and regulations will be in place for annual evaluation of school and district leadership. It will provide for state and district mentoring and professional development for unsatisfactory performing personnel.

Initial Contract Teachers (20)

In 2013-14, initial contract teachers will be evaluated twice annually, in writing, and the evaluations will be based in part upon student achievement measures.

Continuing Contract Teachers (21)

In 2013-14, continuing contract teachers will be evaluated once annually, in writing, and the evaluation will be based in part upon student achievement measures.

Achievement Measures as Documentation (21)

In 2013-14 performance evaluations based in part on student achievement measures shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development, and the performance level of all teachers within the district, and as documents for dismissal, suspension and termination. A method will be in place to link student performance to teacher of record, principals and superintendents in 2013-14. (17)

Reporting on Teacher and Leader Performance

Beginning April 15, 2014 districts will report to state board on identified unsatisfactory teachers and leaders. Report will include a summary of mentoring and professional development efforts. (23) By June 1, 2014 districts will report to WDE certifying compliance with SBE report. (23)

District and State Assessment System

By 2013-14 districts will establish a district assessment system that measures the content and performance standards in all areas and is integrated with the statewide accountability and assessment system. (21) The assessment system must include:

- A component of the district assessment system is a longitudinal study of summer school and extended day. (22) *Continues current longitudinal study of Summer School effectiveness and establishes in law the assessment to be employed. Required under SBE responsibility. It is uncertain how this will work for extended day.*
- In 2013-14 districts will administer the benchmark adaptive assessment in grades 2-8 twice per year and once in grade 1. (15, 21-22) *Continues current schedule of the benchmark adaptive assessment testing as used for longitudinal Summer School study and specifies the benchmark adaptive assessment.*
- End of course assessments will be a component of district assessment systems. (36) *This is included in session law and may or may not become part of the statutory requirements.*

This continues the study from Phase I on End of Course (EOC) assessments. The SBE *or liaison* will report to the select committee by November 15, 2012 with a plan to include EOC assessments in the system or recommendation of alternative.

The January 2012 report outlines EOC assessment development process. In 2014-15 districts will report to the state board on the implementation of their assessment systems. (15) SBE will annually review assessment systems. District boards to report on or before August 1 beginning 2014-2015. (21)

The WDE and SBE are to commence development of a statewide assessment system. (27) Directs WDE & SBE to begin assessment system changes and development in accordance with this law immediately and report periodically to select committee on progress.

Future Direction

- The Wyoming Department of Employment may conduct and publish statistical analysis of school district payroll. (26)
- The State Superintendent is to immediately apply to USDE for a waiver on use of ACT. The state superintendent is to report monthly to the select committee on the status of the waiver request. (26)
- By August 15, 2012 the state board is to report to the select committee on any action taken.
 - SBE is to periodically report to select committee. At a minimum the SBE must report before any RFP or contract amendment to commence assessment system development and implementation is offered. (34)
- With the office of chief information officer, the department will establish criteria for the collection, storage, management and reporting of department of education data related to teacher certification and administration of the school finance system. (3)
- The select education committee will continue through December 31, 2013. (28)
- The advisory committee for the select committee will continue through December 31, 2013. (28)
- The Legislative Service Office (LSO) will continue to staff the select and advisory committees. (29)
- The LSO will review the October 15, 2012 report and makes findings and recommendations to the advisory committee. (29)
- On or by November 15, 2012 the advisory committee and LSO will make recommendations, conclusions and findings to select committee. (36-37)
- The select committee will make its findings and recommendations to legislature with a timeline for implementation.

The select committee will continue its phase 1 study on:

- Additional measures and data regarding students needing more than 4 years to complete (34-35)
- Six additional post secondary and career measures on college and career readiness (35)
- End of course assessments (35)

November 15, 2012, the SBE makes recommendations to select committee on end of course (EOC) assessments. (36)

- as a component of district assessments (36)
- as a component of statewide accountability system (36)
- as a component of teacher and leader evaluations (36)
- as a component of student accountability system (36)
- conforms to January 2012 report (36)

The select committee will review phase 1 system of state supports and capacity building that:

- follows comprehensive, systematic, intentional approach for teachers and administrators (36-37)
- increases collective instructional capacity or expertise around a specific content or problem area (36)
- develops organizational processes (36)
- incorporates a research-based approach to increasing instructional capacity (36)
- can use advisory committee who may use a technical advisory committee (36)
- November 15, 2012 recommendations reported to select committee (37)

Final select committee phase 1 topic: data and systems support requirements (37)

Select committee - phase 2 topics:

- teacher and leader evaluations with 7 subtopics (37-38)

LSO appropriation rolls forward (38)

- LSO can hire consultants on approval of management council (39)
- \$75,000 to select committee (39)
- \$812,128 for ACT (39)
 - includes \$30,000 for professional development and data costs (40)
- \$250,000 to WDE to be provided to state board as its duties under this act (40)
- December 1, 2012 WDE reports expenditures to select committee (40)
- \$250,000 to state board for staff expertise and assistance (40)
- December 1, 2012 WDE reports SBE expenditures to select committee (41)
- RFP's shall include advice of consultants (Marion and Domeleski) (41)
- effective immediately except some parts effective July 1, 2012 (41)

For assessment system development and implementation, before amending or seeking new RFP, SBE will report to the Joint Interim Select Committee. (27-28)

Preliminary Timeline for the Wyoming Accountability in Education Act

March 9, 2012 - Legislation passed

March 21, 2012 - Bill Signed into law

Beginning Immediately

- State Superintendent shall immediately apply to the USDE for a waiver allowing the use of College Readiness Exam and must report each month to the select committee on the status of this waiver. (26) *The “waiver” is in the form of a substantial change to the assessment process and according to USDE will require peer review of quality and of alignment with state standards. WDE is working with legislative consultants seeking acceptance of the CRE in substitution of the 11th grade PAWS. For school year 2012-13 PAWS will not be administered for the 11th grade.*
- The WDE and the SBE will commence development of a statewide assessment system. (27) This system will include targets for student performance indicators, coherent system of measures of individual student achievement for schools, for districts and for the state as a whole. (15)
- SBE will periodically report to the select committee on the progress of the statewide assessment system. At minimum the report to the select committee, prior to issuing any RFPs or contracts on assessment development. (27)
- The select committee continues to study phase 1 and reports to the legislature on their findings. (34)
- Act is effective, with the exception of those aspects that become effective July 1, 2012. (41)

April - May 2012

- SBE has named a panel of 30 people to inform the process of development of assessment system. They will determine performance targets and levels of performance. (30-31)

July 2012

- July 1, 2012, W.S. 21-2-304(a)(v)(B), (E) and (b)(xv), 21-3-110(a)(xvii), (xviii), (xix) and (b), 21-7-102(a)(ii)(A) and (B) and 21-7-110(a)(vii) are effective. (42)

August 2012

- Not later than August 15, 2012, the state board shall report to the select committee on any action taken on the USDE waiver. (26)

October 2012

- October 15, 2012, SBE with assistance from WDE, shall report to the LSO on implementation of Phase 1 of the pilot statewide education accountability system that includes the design and proposed business rules for implementation of a fully operational system that will be in place by

2012-13. 2011-12 and all applicable prior data will be used to create the design. (29) As more data becomes available, the department will report to the state board on any changes. (29-30)

- October 15, 2012 report will include a design document and implementation plan describing the provision of a progressive, multi-tiered system of support, interventions and consequences administered by the department. (32)
- October 15, 2012 report on the plan to assess the effectiveness of the use of appointed representatives in improving school performance. (33)

November 2012

- Not later than November 15, 2012 the LSO and advisory committee will report to the select committee on their recommendations, conclusions and findings in response to the WDE/State board report. (34)
- Not later than November 15, 2012 the state board shall report and make recommendations to the select committee on the use of an end of course assessment system as a component of the statewide summative assessment and for district assessment systems that are designed and used to determine the various levels of student performance for purposes of fulfilling high school graduation requirements. (36)
- Not later than November 15, 2012 the advisory committee shall report to the select committee on their recommendations for state supports and capacity building. The select committee shall implement this through the advisory committee who may use a technical advisory committee appointed by the advisory committee chairman to review the needs, capacity and design approaches to build the necessary capacity across the state. (36-37)

December 2012

- By December 1, 2012 and periodically thereafter, the department shall report to the select committee on expenditures of amounts appropriated to the department in supporting the state board in carrying out these duties including professional consulting. (40)
- By December 1, 2012 and periodically thereafter, the department shall report to the select committee on expenditures of amounts appropriated for contracting with staff support for the state board in carrying out these duties until the amount is expended or the authority expires. (40)

2012-13

- WDE will compute and report an overall school performance rating (6)
- The department shall, on behalf of the state board, calculate overall school and indicator level results for the 2012-13 pilot school year based upon data available during the 2011-12 school year **and** all applicable prior school years. (30)
- Beginning in 2013 and beyond, reading and math will be assessed in grades three through eight. Science will be assessed in grades four and eight. (5-6)

- Writing will be assessed in grades 3, 5 and 7 OR Grades 3-8 and 11 beginning in school year 2012-13 using one prompt. (27)
- 11th and 12th grade are required to take College Entrance, Computer adaptive or Job Skills at state expense. Includes all home schooled and private schooled students. (22)
- 2012-13, year only - the department is to administer a writing assessment in accordance with the 2011 session laws. (26-27)
- Select committee is continued through December 31, 2013. (28)
- Advisory committee is continued through December 31, 2013. (28)

2013-14

- Commencing with the school year 2013-14, a progressive multi-tiered system of support, intervention and responses to assist schools will be established. The system must conform to the January 2012 Education Accountability Report. (9)
- Beginning in 2013-14 and every year thereafter, SBE will begin conducting an annual review of the school accountability system. (14)
- September 1, 2014 and every year thereafter, the State Board will report to the Joint Education Interim Committee on information required under this subsection and the results of the accountability system for each school in the state. (14)
- Effective school year 2013-14 and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in grades 1-8. (15)
- Grades 3, 5 and 7; two prompts, taking about 3 hours of testing time for the average student, will commence in the 2013-14 school year. (27)
- Link performance and progress to teacher of record and to school and district leaders, including the superintendent. (17)
- Not later than July 1, 2013, the state board will promulgate rules and regulations for the implementation and administration of an annual school district teacher evaluation system based in part upon defined student academic performance measures as prescribed by law and upon longitudinal data systems linking student achievement with teacher of record. (19)
- Not later than July 1, 2013, the state board will promulgate rules and regulations for the implementation and administration of an annual performance evaluation system for school and district leadership, including superintendents, principals and other district and school leaders serving in a similar capacity.
 - The system shall include reasonable opportunity for provision of mentoring and other professional development activities for administrators performing unsatisfactorily. (19-20)
- Not later than 2013-14 and each school year thereafter, the local board of trustees will require the performance evaluation of initial contract teachers twice per year in writing, based in part on student achievement as prescribed by the WAEA. (20)

Not later than 2013-14 and each school year thereafter, the local board of trustees will require the performance evaluation of continuing contract teachers once per year in writing, based in part on student achievement as prescribed by the WAEA. (20)

- Not later than 2013-14 performance evaluation shall be used to serve as the basis for improvement of instruction, enhancement of curriculum program implementation, measure of teacher performance, growth and development and the performance level of all teachers within the district and to document unsatisfactory performance for the dismissal of teachers for unsatisfactory performance. (21)
- In 2013-14 and each school year thereafter, a component of the district assessment system is to include common benchmark adaptive assessments in grades 2-8 twice per year and once in grade one. (21-22)
- Beginning 2013-14 and each school year thereafter, an additional component of the district assessment shall be continuation of the longitudinal study of summer schools and extended day using the common benchmark adaptive assessment. (22)
- Not later than 2013-14, the local board of trustees will evaluate administrators including superintendent in accordance with the statewide education accountability system. (22)
- In 2013-14 and each school year thereafter, the definition of a continuing contract teacher will include satisfactory performance on performance evaluations under this law. (23-24)
- In 2013-14 and each school year thereafter, inadequate performance as determined through annual performance evaluation tied to student academic growth may result in suspension or dismissal of any teacher by the board of trustees. (24)
- In 2013-14 and each school year thereafter, the state board shall, in accordance with and as a part of the statewide assessment system, establish a separate writing and language assessment to be implemented and administered statewide in grades 3, 5 and 7 and can't be more than three hours long. (27)
- July 1, 2013, state board shall report to the select committee on progress of writing and language assessment. (27)

2014-15

- April 15, 2014 and each school year thereafter, each school district superintendent shall provide a report to the board of trustees identifying all teachers and school and district leaders whose performance through evaluations has been determined inadequate or unsatisfactory. Report will include a summary of mentoring and other professional development activities. (23)
- June 1, 2014 and each school year thereafter, the board shall file a report with the WDE certifying compliance with this subsection. (23)
- August 15, 2014, local district board will provide state board with scores supporting continued employment of district administrators. (23)
- The state board will annually review and approve each district's assessment system designed to determine the various levels of student performance and the high school graduation requirements. (15)

- Beginning in 2014-15 and each school year thereafter, the district must report on or before August 1 to the state board on the district assessment system. **(21)**

Select Committee on Statewide Education Accountability

Senate

Senator	District		Notes
Henry H.R. "Hank" Coe	S18	Chairman	
Jim Anderson	S02		
Kit Jennings	S28		
Phil Nicholas	S10		
Chris Rothfuss	S09		

House

Representative	District		Notes
Matt Teeters	H05	Chairman	
Steve Harshman	H37		
Michael Madden	H40		
Tim Stubson	H56		
Mary Throne	H11		

Consultants: Scott Marion, Ph.D. & Chris Domaleski, Ph.D.

Advisory Committee Members

Superintendent James Bailey	Uinta #1 (Large District Superintendent)
Superintendent Diana Clapp	Fremont #6 (Small District Superintendent)
Principal Kris Cundall	Big Horn #3 (Elementary-Middle School Principal)
Principal Tony Anson	Big Horn #4 (Secondary School Principal)
Brian Kaumo	Sweetwater #1 (District Assessment Director)
Molly Kinsey	Sheridan #2 (Elementary School Teacher)
Jack Patrick	Carbon #2 (Secondary School Teacher)
Janine Bay-Teske	Teton #1 (School Board Member)
Sue Belish	(Wyoming State Board Member)
Sheryl Lain	(Department of Education)
Mary Kay Hill	(Governor's Office)
Bill Schilling	(Wyoming Business Community)